CONTENTS

Acknowledgements iii
List of Tables vi-x
List of Maps & Charts xi

CHAPTER - I INTRODUCTION 1-21
1.1 Need and Importance of Adult Education 01
1.2 Meaning and Concept of Adult Education 06
1.3 Model of Current Adult Education 11

CHAPTER - II DEVELOPMENT OF ADULT EDUCATION 22-80
2.1 Adult Education in India Before Independence 22
2.2 Adult Education in India After Independence 28
2.3 Adult Education in Orissa Before Independence 59
2.4 Adult Education in Orissa After Independence 63

CHAPTER - III SIGNIFICANCE OF THE STUDY 81-86
3.1 Need of the Study 81
3.2 Statement of the Problem 82
3.3 Operational definition of term used in the study 83
3.4 Objectives of the study 83
3.5 Hypotheses of the study 84
3.6 Scope and Delimitation of the study 85

CHAPTER - IV REVIEW OF RELATED LITERATURE 87-109
4.1 Meaning of Review 87
4.2 Importance of Review 87
4.3 Review of Related Studies 88
4.4 Rationale for the Present Study 108

CHAPTER - V DESIGN OF THE STUDY 110-127
5.1 Method of Study 110
5.2 The Samples 111
5.3 Tools and Techniques used 114
5.4 Description of Tools used 117
5.5 Validity and Reliability of Data gathering Tools 122
5.6 Procedure of data Collection 125
5.7 Statistical Techniques used 127
## CHAPTER VI

### ANALYSIS AND INTERPRETATION OF DATA 128-280

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Views of Facilitators</td>
<td>128</td>
</tr>
<tr>
<td>6.2</td>
<td>Views of the Supervisors</td>
<td>166</td>
</tr>
<tr>
<td>6.3</td>
<td>Views of the Administrations</td>
<td>199</td>
</tr>
<tr>
<td>6.4</td>
<td>Views of the Learners</td>
<td>221</td>
</tr>
<tr>
<td>6.5</td>
<td>Summing up Views of Respondents on Problems in Implementation of Programme</td>
<td>255</td>
</tr>
<tr>
<td>6.6</td>
<td>Summing up Suggestions of Respondents for Improvement in Programme</td>
<td>271</td>
</tr>
</tbody>
</table>

## CHAPTER VII

### SUMMARY AND RECOMMENDATIONS 281-305

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Introduction</td>
<td>281</td>
</tr>
<tr>
<td>7.2</td>
<td>Development of Adult Education in India</td>
<td>281</td>
</tr>
<tr>
<td>7.3</td>
<td>Development of Adult Education in Orissa</td>
<td>283</td>
</tr>
<tr>
<td>7.4</td>
<td>Need of the Study</td>
<td>285</td>
</tr>
<tr>
<td>7.5</td>
<td>Statement of the Problem</td>
<td>285</td>
</tr>
<tr>
<td>7.6</td>
<td>Objectives of the Study</td>
<td>285</td>
</tr>
<tr>
<td>7.7</td>
<td>Hypotheses of Study</td>
<td>286</td>
</tr>
<tr>
<td>7.8</td>
<td>Scope and Delimitation of the Study</td>
<td>286</td>
</tr>
<tr>
<td>7.9</td>
<td>Method of Study</td>
<td>286</td>
</tr>
<tr>
<td>7.10</td>
<td>Samples of Study</td>
<td>286</td>
</tr>
<tr>
<td>7.11</td>
<td>Tools and Techniques Used</td>
<td>287</td>
</tr>
<tr>
<td>7.12</td>
<td>Method of Data Analysis</td>
<td>287</td>
</tr>
<tr>
<td>7.13</td>
<td>Findings of the Study</td>
<td>287</td>
</tr>
<tr>
<td>7.14</td>
<td>Recommendations</td>
<td>300</td>
</tr>
<tr>
<td>7.15</td>
<td>Suggestions for Further Research</td>
<td>305</td>
</tr>
</tbody>
</table>

## BIBLIOGRAPHY 306-314

### APPENDIX -

1: Questionnaire for Facilitators 315-319
2: Questionnaire for Supervisors 320-324
3: Interview Schedule for Administrators 325-327
4: Interview Schedule for Learners 328-330
5: List of Experts 331

## VITAE 332
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Description</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>IMR and Education of Women</td>
<td>04</td>
</tr>
<tr>
<td>2.</td>
<td>Percentage of Couples Practicing Family Planning</td>
<td>05</td>
</tr>
<tr>
<td>3.</td>
<td>Different Heads of Allocation and Expenditure under Social Education during Second Five Year Plan,</td>
<td>32</td>
</tr>
<tr>
<td>4.</td>
<td>TLC and PLC Projects sanctioned up to Year 1996-97 in India</td>
<td>58</td>
</tr>
<tr>
<td>5.</td>
<td>Progress of Adult Education in Orissa in First Two Plans</td>
<td>67</td>
</tr>
<tr>
<td>6.</td>
<td>Allocation of Funds for Adult Education in Third Plan in Orissa</td>
<td>67</td>
</tr>
<tr>
<td>7.</td>
<td>Provision and Achievement in Adult Education during 1960-61</td>
<td>68</td>
</tr>
<tr>
<td>8.</td>
<td>Annual Enrolment and Budgetary Provision under Different Schemes in 1977-78 in Orissa</td>
<td>69</td>
</tr>
<tr>
<td>9.</td>
<td>Coverage of Illiterate Adults through NAEP in Orissa during 1978-84</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>Target and Achievement through Government Sector in Orissa during 1978-84</td>
<td>72</td>
</tr>
<tr>
<td>11.</td>
<td>Coverage and Achievement of NAEP through other agencies in Orissa during 1982-84</td>
<td>73</td>
</tr>
<tr>
<td>12.</td>
<td>Coverage and Achievement of NAEP in Orissa through all Agencies during 1979-84</td>
<td>73</td>
</tr>
<tr>
<td>13.</td>
<td>Provision and Expenditure made by State &amp; Central Government for NAEP in Orissa during 1980-84</td>
<td>74</td>
</tr>
<tr>
<td>14.</td>
<td>Number of centres and Illiterates made literate during Seventh Plan in Orissa</td>
<td>75</td>
</tr>
<tr>
<td>15.</td>
<td>Outlay and Expenditure on Scheme of National Literacy Mission during Seventh Plan</td>
<td>76</td>
</tr>
<tr>
<td>16.</td>
<td>Provision and Expenditures on TLC and PLC projects in Orissa during Eighth Plan</td>
<td>79</td>
</tr>
<tr>
<td>17.</td>
<td>Literacy in India from 1951-1991</td>
<td>81</td>
</tr>
<tr>
<td>18.</td>
<td>Literacy in Orissa from 1951-1991</td>
<td>82</td>
</tr>
<tr>
<td>19.</td>
<td>Sample TLC Projects under Study</td>
<td>112</td>
</tr>
<tr>
<td>20.</td>
<td>Project wise Distribution of Respondents</td>
<td>114</td>
</tr>
<tr>
<td>21.</td>
<td>General Information about Facilitators</td>
<td>128</td>
</tr>
<tr>
<td>22.</td>
<td>General information about Facilitators</td>
<td>129</td>
</tr>
<tr>
<td>23.</td>
<td>Length of Facilitators' Teaching Experience</td>
<td>130</td>
</tr>
<tr>
<td>24.</td>
<td>First Source of Information</td>
<td>131</td>
</tr>
</tbody>
</table>
61. Facilitators’ Expectations on Rewards
62. Facilitators’ perception on Reasons of learners’ Irregular Attendance and Dropping out
63. Problems faced by Facilitators in management of Centres
64. Expectations of Facilitators for Improvement of programme
65. General Information about supervisors
66. Experience of Supervisors in TLC
67. Reasons of Supervisor’ Joining Programme
68. Environment Building Measures adapted in Programme
69. Extent of Accuracy of survey
70. Adequacy of Facilitators Status
71. Nature of Physical Facilities at Centres
72. Frequeancy of Timely supply of Teaching Learning Materials to Centres
73. Nature of Teaching Learning Materials supplied to centres
74. Adequacy of scheduled Duration for Teaching Leaving
75. Supervisors’ expectation on Scheduled duration of Programme
76. Centres Ranning Regularly
77. Extent of Attendance of Learners
78. Nature of Curricular matters
79. Frequency of Organization of Co-curricular Activities
80. Frequency of Supervisor of centres
81. Activities of supervisors in opinion of supervisors and facilitators
82. Scope of supervision
83. Supervisors’ Perception on extent of Coordination and Cooperation in Programme
84. Nature of Evaluation conducted at Centres
85. Extent of Academic Progress of Centres
86. Extent of Provision of Rewards
87. Extent of Achievement of Objectives of Programme
88. Follow-up Measures Adopted
89. Reasons of Learners’ Irregular Attendance and Dropping out
90. Problems in Implementation of Programme as perceived by Supervisors
91. Supervisors’ Suggestions for Improvement of Programme
92. General Information about Administrators
93. Administrators’ Experience Programme
94. Reasons of Administrors’ Joining the Programme

VIII
95. Adequacy of Role of BGVS
96. Accuracy of survey
97. Status of Functionaries
98. Nature of Physical Facilities of Centre
99. Frequency of Timely supply of Instructional Materials to Centres
100. Adequacy of Scheduled Duration of Project
101. Administrators' Expectations on Duration of Project
102. Frequency of Centres Running Regularly
103. Suitability of Administrative Structure
104. Adequacy of Status of programme
105. Extent of Coordination and Cooperation
106. Status of Evaluation and Rewards in Project
107. Innovative Measures Adapted in Projects
108. Problems in Implementation of TLC Programme
109. Suggestions for Improvement of Programme
110. General information about Learners
111. Schooling Background of Learners
112. Reasons for not having Schools
113. Reasons of Dropping out of Schools
114. Source of information about Beginning of Programme
115. Major sources of Learners' Motivation
116. Problems while Joining Centre
117. Learners' Motives of Joining Programme
118. Extent of Physical Facilities Available at Centre
119. Status of Learning Materials
120. Time of Learning at Centre
121. Duration of Learners' Daily Learning at Centres
122. Suitability of time Schedule of Centre for Learning
123. Learners' Expectation on Duration of Programme
124. Attendance of Learners at Centres
125. Primers Covered by Learners
126. Learners' Attainment of different Skills
127. Awareness of Learners on different Subjects
128. Vocational Training Received by Learners
129. Nature of Curricular Matters
130. Methods of teaching Adopted
131. Frequency of Organisation of Co-curricular Activities at Centres
132. Frequency of Supervision of Centres
133. Extent of Cooperation Obtained by Learners
134. Evaluation Procedures Adopted
135. Utility of Learning Received by Learners
136. Follow up Measures Adopted
137. Problems Faced by Learners while Learning
138. Learners' Expectations for Improvement in Programme
139(A). Organisational Problems
139(B). Significance of Difference between Percentages of Responses on Organisational Problems
140(A). Curricular Problems
140(B). Significance of Difference between Percentages of Responses on Curricular Problems
141(A). Problems in Monitoring and Evaluation
141(B). Significance of Difference between Percentages of Responses on Problems in Monitoring and Evaluation
142(A). Environmental Problems
142(B). Significance of Difference Between Percentages of Responses Environmental Problems
143(A). Problems of Clients
143(B). Significance of Difference Between Percentages of Responses on Problems of Clients
144(A). Problems of Functionaries
144(B). Significance of Difference Between Percentages of Responses on Problems of Functionaries
145(A). Suggestions on Organisational Aspect
145(B). Significance of Difference Between Percentages of Responses about Suggestions on Organisational Aspect
146(A). Suggestions on Curricular Aspect
146(B). Significance of Difference Between Percentages of Responses about Suggestions on Curricular Aspect
147(A). Suggestions on Aspect of Monitoring and Evaluation
147(B). Significance of Difference Between Percentages of Responses about Suggestions on Aspect of Monitoring and Evaluation

X
### MAPS AND CHARTS

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrative Map of India Showing Orissa</td>
<td>xii</td>
</tr>
<tr>
<td>2. Administrative Map of Orissa Showing Districts under Study</td>
<td>xiii</td>
</tr>
<tr>
<td>3. Chart on Organizational Structure of TLC</td>
<td>18</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE MAP OF INDIA
SHOWING THE STATE OF ORISSA
ADMINISTRATIVE MAP OF ORISSA SHOWING DISTRICTS UNDER STUDY